

School Functioning Assessment



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Overview

School Functioning Assessment

“Measures student performance of functional tasks that support his or her participation in the academic or social aspects of an elementary school.”



Overview

- Purpose
 - The School Functioning Assessment has two purposes.
- 1. *To determine a student's eligibility for special education services*
- 2. *is to obtain information needed to develop an individualized education program that addresses the student's specific needs.*

Overview

School Functioning Assessment

- Test is done in 3 Parts
 - Part 1 – Participation
 - Part 2 – Task Supports
 - Part 3 – Activity Performance

Overview

School Functioning Assessment

Part 1 – Participation

- Used to examine the student's level of participation in 6 major school activities.
 1. Regular or Special Education Classrooms
 2. Playground or Recess
 3. Transportation to and from school
 4. Bathroom and Toileting Activities
 5. Transitions to and from Classrooms
 6. Snack Time and Meal Time

Overview

School Functioning Assessment

Part 2 – Task Supports

- Used to examine the supports currently provided to the student when he or she performs school tasks.
 1. Two types of support are examined separately
 - A. Assistance (adult help)
 - B. Adaptations (modifications made to the program or environment)

Overview

School Functioning Assessment

Part 3 – Activity Performance

- Used to examine the student's ability to initiate and complete specific functional activities
 1. Two types of performance are examined separately
 - A. Physical Activity Performance
 - B. Cognitive/Behavioral Performance

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School Functioning Assessment

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Population

- Ages
 - 5 to 12 years
 - The SFA can be used to measure students in an Elementary School Setting grades K-6.
 - It can however be used in Preschool/Early Intervention and Ungraded Classrooms.

Materials

To complete the School Functioning Test you will need.

- User's Manual

- Contains directions for administering the test
- Contains the tables for transforming the raw scores

- Rating Scale Guide

- Contains directions for respondents for completing the SFA
- Gives definitions and examples

- Record Form

- Includes space to record background information about the student

Test Administration

The time to complete the School Functioning Assessment

- Total Assessment time 1.5 – 2 hours
- Often occurs over multiple days
- The assessment period should not extend longer than two or three weeks.

Test Administration

3 Methods of Gathering Information

1. Coordinator Method
2. Collaborative Effort Method
3. Single Respondent Method

Test Administration

1. Coordination Method:

- One individual acts as the coordinator.
- Responsible for organizing the other individuals to complete form.
- Oversees scoring and reporting results.

Test Administration

2. Collaborative Effort Method

- Students' collaborative team fills this out together

Includes :

- Regular Education Teacher
 - Special Education Teacher
 - Related Service Providers
- Done together in a meeting
 - Useful when an overall review is needed or when there appears to be differing views

Test Administration

3. Single Respondent Method:

Used in situations where the area of concern regarding a student's functioning is isolated to a specific context or a particular task

School Function Assessment Components

- The School Function Assessment is done in Three Parts.
 - Part I - Participation
 - Part II - Task Supports
 - Part III - Activity Performance

School Function Assessment

Components

Part 1 – Participation

- Used to examine the student's level of participation in 6 major school activities.
 1. Regular or Special Education Classrooms
 2. Playground or Recess
 3. Transportation to and from school
 4. Bathroom and Toileting Activities
 5. Transitions to and from Classrooms
 6. Snack Time and Meal Time
- Scores are done on a scale of 1-6
- 1- Being "Participation Extremely Limited" to
6 – "Full Participation"

School Function Assessment

Components

Part 2 – Task Supports

- Used to examine the student's level of participation in 6 major school activities.
 1. Regular or Special Education Classrooms
 2. Playground or Recess
 3. Transportation to and from school
 4. Bathroom and Toileting Activities
 5. Transitions to and from Classrooms
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School Functioning Assessment

Part 2 – Task Supports

- Used to examine the supports currently provided to the student when he or she performs school tasks.
 1. Two types of support are examined separately
 - A. Assistance (adult help)
 - B. Adaptations (modifications made to the program or environment)
- Scoring can be 1 – Extensive Assistance to
6 - No Adaptations

School Functioning Assessment

Part 3 – Activity Performance

- Used to examine the student's ability to initiate and complete specific functional activities
 1. Two types of performance are examined separately
 - A. Physical Activity Performance
 - B. Cognitive/Behavioral Performance
- Ratings can be between 1 –Does not Perform to 4 – Consistent Performance

Important Guidelines for completing the SFA

- Time assessment appropriately
- Keep distinctions between the rating scales clear
- Compare to same age/grade peers
- Rating students placed exclusively in special programs
- rate current performance
- obtain complete data for each scale

Scoring

- Check accuracy and inclusion of all rating within each scale
- Transfer raw score to summary from sheet
- Part 1- participation -include all six settings for either reg or special ed. Select setting where child receives most of instruction

Scoring (con't)

- Part 2- Task Be sure to include raw scores for four mandatory tasks and there are also six other that are optional if applicable.
- Part 3- Activity Performance- 23 separate scales.
- To determine criterion scores refer to Appendix B in manual. Obtain SEM for each criterion score.
- Plot criterion score for each scale on profile graph.

Criterion cut off scores

- Use of cut off scores is optional
- Cut off scores were derived from performance of students in reg ed only.
- 5% of reg ed students would be expected to have scores below these cut off points.

Criterion scores

- Criterion range from 1-100/
- not to be interpreted as norm-based scores.
- Developed on students with disabilities
- 100- means full grade appropriate functioning in that area.
- Score below 100- some reduction in functioning.
- Each scale has can be measured on a continuum, with items with little ability at low end. Harder items - high end.

Criterion scores (con't)

- Part 1- low scores- student participate less than same grade peers. High score- participates more fully
- Part 2- task supports- -low scores student needs more frequent help. High-help received is equal to peers
- Part 3- Activity perf- low- student limited in his perf of activites. High- equal to peers

Psychometric Properties of SFA

- Test items reviewed by SME's (OT,PT, ED)
- Items taken from previous tests, literature review and curricula for students with disabilities
- Revisions made and pilot tested each part of test with school professionals around the US.
- Pilot tested on students with various disabilities and ethnicity

Standardization issues

- Tryout edition with -266 students from 33 states. Revisions then made for standardization version
- 363 students with disabilities from 40 states and PR.
- 66% male
- 34 % female.
- See demographic info.

Reliability

- Internal consistency - how items in scale relate to each other and measure the same construct (.92-.98)
- Test retest- between .82- .98

Validity

- Content- from SME. And from feedback from therapists in tryout editions. See manual for further details (pg57)